

AWARD READING CORRELATION Grade 2**Standard 1****READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Phonemic Awareness

2.1.1	Demonstrate an awareness of the sounds that are made by different letters by: <ul style="list-style-type: none"> • distinguishing beginning, middle, and ending sounds in words. • rhyming words. • clearly pronouncing blends and vowel sounds. 	
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Decoding and Word Recognition

2.1.2	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.	TE: Week 3: It's Time You Had a Haircut, p. 151 TE: Week 8: Forest Fire, p. 275 TE: Week 14: Marty Makes Money, p. 99 TE: Week 24: Rock on Renaldo, p. 409 TE: Week 35: Wonderful Woman, p. 361
2.1.3	Decode (sound out) regular words with more than one syllable (dinosaur, vacation).	TE: Week 3: Fruit Salad Makes Me Laugh, p. 130 TE: Week 6: Grandma's Birds, p. 216 TE: Week 18: My Dad, p. 216 TE: Week 32: Uncle Will Gets Found Out, p. 270, 289
2.1.4	Recognize common abbreviations (Jan., Fri.).	TE: Week 10: Mom's New Cell Phone: p. 338 TE: Week 35: Gramps: p. 377
2.1.5	Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).	TE: Week 3: Fruit Salad Makes Me Laugh, p. 132, 135 TE: Week 5: Stewed Bugs and Onions, p. 188 TE: Week 5: Snow World, p. 205 TE: Week 13: 20 Questions, p. 67 TE: Week 26: Forgetful Giraffe, p. 100
2.1.6	Read aloud fluently and accurately with appropriate changes in voice and expression.	TE: Week 2: Super Duper Flea, p. 105, 108, 116 TE: Week 8: Forest Fire!: p. 272, 276, 280, 284, 288 TE: Week 12: A Helping Hand: p. 395, 398, 401, 402, 403, 406 TE: Week 15: Too Good to Waste: p. 153, 157 TE: Week 21: Good-bye, Ebony: p. 308, 312, 320 TE: Week 28: Look at Me Close-Up!: p. 163, 167, 170, 172, 178
2.1.11	Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words.	TE: Week 6: Grandma's Birds, p. 217 TE: Week 9: Silver Footprints, p. 303 TE: Week 10: Mom's New Cell Phone, p. 336

Vocabulary and Concept Development

2.1.7	Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).	TE: Week 1: Grandpa, p. 88 TE: Week 2: Super Duper Flea, p. 99 TE: Week 6: Grandma's Birds, p. 222 TE: Week 8: Sam's Mother Comes to School, p. 292 TE: Week 15: Too Good to Waste: p. 152 TE: Week 17: That's My Boy!, p. 206 TE: Week 21: Goodbye, Ebony, p. 306 TE: Week 29: Grandad's Star, p. 185 TE: Week 34: What is a Llama? p. 336 TE: Week 35: Wonderful Woman, p. 359, 366
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2.1.8	Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).	TE: Week 9: Silver Footprints, p. 304 TE: Week 18: My Dad, p. 217 TE: Week 19: Go West, p. 250 TE: Week 25: Jammin', Rockin', Toe-Stompin' on the Rooftop, p. 67, 70
2.1.9	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).	TE: Week 7: American Icons, (-ion) p. 250 TE: Week 16: Zooming In, p. 161, 165 TE: Week 24: Shocking Mom, (un-) p. 389 TE: Week 29: Grandad's Star, p. 185 TE: Week 30: Yawn, Yawn, Yawn, p. 217, 218 TE: Week 33: My Sad Skeleton, p. 303, 305 TE: Week 34: What Is a Llama?, p. 337
2.1.10	Identify simple multiple-meaning words (change, duck).	TE: Week 1: Grandpa, p. 89 TE: Week 4: Have You Ever?, p. 161, 162, 163 TE: Week 7: American Icons, p. 251, 252 TE: Week 16: Zooming In, p. 162, 164 TE: Week 18: My Dad, p. 220, 222 TE: Week 26: The Forgetful Giraffe, p. 98, 104 TE: Week 29: Go West, p. 246, 247, 248 TE: Week 33: Mother's Day Harmony, p. 322, 325, 326 TE: Week 34: What Is a Llama?, p. 333, 336, 338

Standard 2**READING: Comprehension and Analysis of Nonfiction and Informational Text**

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children's magazines and periodicals, dictionaries, and other reference or technical materials).

Structural Features of Informational and Technical Materials

2.2.1	Use titles, tables of contents, and chapter headings to locate information in text.	TE: Week 10: Mom's New Cell Phone, p. 332, 341, 342 TE: Week 4: Have You Ever?, p. 161, 163, 164 TE: Week 16: Zooming In, p. 161, 173 TE: Week 22: Hot Dog!, p. 336, 337, 351 TE: Week 28: Look at Me Close-Up!, p. 160 TE: Week 31: Let's Look at Waves, p. 248, 249, 252, 255, 256, 260, 264
2.2.11	Identify text that uses sequence or other logical order (alphabetical order or time).	TE: Week 2: Super Duper Flea, p. 106 TE: Week 8: Forest Fire, p. 280 TE: Week 13: 20 Questions, p. 74, 76 TE: Week 17: That's My Boy, p. 209, 211 TE: Week 23: Kiko Harris, Champion, p. 366, 370 TE: Week 35: Wonderful Woman, p. 364, 366, 370, 373

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

2.2.2	State the purpose for reading. Example: Read an informational text about pets to decide what kind of animal would make the best pet.	TE: Week 4: Have You Ever?, p. 173 TE: Week 16: Zooming In, p. 169 TE: Week 19: Go West, p. 248 TE: Week 22: Hot Dog!, p. 351 TE: Week 34: What Is a Llama?, p. 332, 336, 338
2.2.3	Use knowledge of the author's purpose(s) to comprehend informational text. Example: Read an informational text that compares different people, animals, or plants, such as What Do You Do with a Tail Like This? by Robin Page and Steve Jenkins.	TE: Week 4: Have You Ever?, p. 173 TE: Week 16: Zooming In, p. 169 TE: Week 31: Let's Look at Waves, p. 251

2.2.4	Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational texts. Example: After reading a short account about the first man on the moon, ask and answer why, what if, and how questions to understand the lunar landing.	TE: Week 4: Have You Ever?, p. 170, 173 TE: Week 10: Mom's New Cell Phone, p. 332, 334 TE: Week 16: Zooming In, p. 160, 170 TE: Week 22: Hot Dog!, p. 332, 334, 338, 341, 345 TE: Week 31: Let's Look at Waves, p. 259
2.2.5	Restate facts and details or summarize the main idea in the text to clarify and organize ideas. Example: Summarize information learned from a text, such as detail about ant colonies stated in Ant Cities by Arthur Dorros or reported about spider webs in Spider Magic by Dorothy Hinshaw Patent.	TE: Week 4: Have You Ever?, p.173 TE: Week 8: Forest Fire!, p. 274 TE: Week 16: Zooming In, p. 164 TE: Week 22: Hot Dog!, p. 345 TE: Week 34: What is a Llama?, p. 336
2.2.6	Recognize cause-and-effect relationships in a text. Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.	TE: Week 19: Go West, p. 246, 248, 255, 256, 259, 260 TE: Week 31: Let's Look at Waves, p. 251, 254
2.2.7	Interpret information from diagrams, charts, and graphs. Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.	TE: Week 16: Zooming In, p. 169, 173 TE: Week 19: Go West, p. 256, 259, 260 TE: Week 31: Let's Look at Waves, p. 250, 251 TE: Week 34: What Is a Llama?, p. 334
2.2.8	Follow two-step written instructions.	TE: Week 34: What is a Llama? p. 334, 339, 340, 341, 351
2.2.9	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	TE: Week 4: Have You Ever?, p. 161, 162, 163 TE: Week 7: American Icons, p. 251, 252 TE: Week 16: Zooming In, p. 162, 164 TE: Week 29: Go West, p. 246, 247, 248 TE: Week 34: What Is a Llama?, p. 333, 336, 338
2.2.10	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so).	TE: Week 4: Have You Ever?: p. 160, 173 TE: Week 10: Mom's New Cell Phone: p. 332 TE: Week 11: Don't Tell Anyone!: p. 364, 365 TE: Week 18: My Dad: p. 232 TE: Week 19: Go West: p. 249

Standard 3**READING: Comprehension and Analysis of Literary Text**

Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

Analysis of Grade-Level-Appropriate Literary Text

2.3.1	Compare plots, settings, and characters presented by different authors. Example: Read and compare Strega Nona, an old Italian folktale retold by Tomie DePaola, with Ox-Cart Man by Donald Hall.	TE: Week 2: The Walk, p. 118, 122, 123 TE: Week 12: Trouble at the Supermarket, p. 408, 413 TE: Week 17: Skipper McFlea, p. 188, 193 TE: Week 20: Georgia's Big Run, p. 274, 279, 283 TE: Week 25: Jammin, Rockin', Toe Stompin' on the Rooftop, p. 79 TE: Week 29: Lucy's Luck, p. 204, 206, 207, 208, 209
2.3.2	Create different endings to stories and identify the problem and the impact of the different ending. Example: Read a story, such as Fin M'Coul — The Giant of Knockmany Hill, Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him or if Fin were not a giant.	
2.3.3	Compare and contrast versions of same stories from different cultures. Example: Compare fairy tales and folktales that have been retold by different cultures, such as The Three Little Pigs and the southwestern/Latino version The Three Little Javelinas by Susan Lowell, or Cinderella and the African version, Mufaro's Beautiful Daughters by John Steptoe.	TE: Week 4: Have You Ever?, p. 168 TE: Week 11: Don't Tell Anyone, p. 373 TE: Week 30: Yawn, Yawn, Yawn, p. 228
	2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction. Example: Listen to or read the rhymes for each letter of the alphabet in A My Name Is Alice by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.	TE: Week 2: Super Duper Flea, p. 103 TE: Week 3: It's Time You Had a Haircut, p. 152 TE: Week 15: Betcha!, p. 134 TE: Week 18: Karaoke Kate, p. 238 TE: Week 29: Grandad's Star, p. 193 TE: Week 31: Let's Look at Waves, p. 248 TE: Week 35: Wonderful Woman, p. 356
2.3.5	Confirm predictions about what will happen next in a story.	TE: Week 1: Billy Sings in the Choir: p. 66 TE: Week 1: Grandpa: p. 86 TE: Week 3: Fruit Salad Makes Me Laugh: p. 130 TE: Week 3: It's Time You Had a Haircut: 150 TE: Week 5: Snow World: p. 204 TE: Week 8: Forest Fire!: p. 270 TE: Week 10: Mom's New Cell Phone: p. 332 TE: Week 14: Marty Makes Money: p. 98 TE: Week 20: Georgia's Big Run: p. 270 TE: Week 25: Jones & Jones, Investigators: The Case of the Missing Clicker, p. 86

2.3.6	Recognize the difference between fantasy and reality.	TE: Week 28: Look at Me Close Up, p. 158 TE: Week 31: Let's Look at Waves, p. 254
2.3.7	Identify the meaning or lesson of a story.	TE: Week 4: Have You Ever?, p. 170, 173 TE: Week 10: Mom's New Cell Phone, p. 332, 334 TE: Week 16: Zooming In, p. 160, 170 TE: Week 22: Hot Dog!, p. 332, 334, 338, 341, 345 TE: Week 31: Let's Look at Waves, p. 259

Standard 4**WRITING: Processes and Features**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

2.4.1	Create a list of ideas for writing.	TE: Week 5: Stewed Bugs and Onions, p. 192 TE: Week 6: Grandma's Birds, p. 224 TE: Week 13: 20 Questions, p. 74 TE: Week 25: Jammin', Rockin' Toe Stompin' on the Roof, p. 74 TE: Week 26: Forgetful Giraffe, p. 106
2.4.2	Organize related ideas together to maintain a consistent focus.	TE: Week 5: Stewed Bugs and Onions, p. 192 TE: Week 6: Grandma's Birds, p. 224 TE: Week 13: 20 Questions, p. 74 TE: Week 25: Jammin', Rockin' Toe Stompin' on the Roof, p. 74 TE: Week 26: Forgetful Giraffe, p. 106

Research Process and Technology

2.4.3	Find ideas for writing stories and descriptions in pictures or books.	TE: Week 4: Have You Ever?: p. 160, 164, 170, 173 TE: Week 6: Grandma's Birds: p. 232 TE: Week 6: At the Car Wash: p. 238 TE: Week 7: American Icons: p. 250, 253 TE: Week 10: Mom's New Cell Phone: p. 341 TE: Week 14: Marty Makes Money: p. 115 TE: Week 28: Look at Me Close-Up: p. 160, 173
2.4.4	Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).	TE: Week 5: Stewed Bugs & Onions, p. 188 TE: Week 7: American Icons, p. 253, 264 TE: Week 11: Don't Tell Anyone, p. 374 TE: Week 16: Zooming In, p. 161, 164, 165 TE: Week 20: Georgia's Big Run, p. 278 TE: Week 21: Good-bye, Ebony, 303 TE: Week 22: Hot Dog!, p. 337 TE: Week 28: Look at Me Close-Up!, p. 160 TE: Week 29: Grandad's Star, p. 191 TE: Week 31: Let's Look at Waves, p. 249, 260, 264 TE: Week 34: What is a Llama?, p. 333, 335
2.4.5	Use a computer to draft, revise, and publish writing.	TE: Week 12: A Helping Hand: p. 398 TE: Week 12: Trouble at the Supermarket: p. 415 TE: Week 13: 20 Questions: p. 74 TE: Week 18: My Dad: p. 224

Evaluation and Revision

2.4.6	Review, evaluate, and revise writing for meaning and clarity.	TE: Week 4: Have You Ever?, p. 168 TE: Week 11: Don't Tell Anyone, p. 370, 374 TE: Week 12: A Helping Hand, p. 394 TE: Week 14: Marty Makes Money, p. 106, 112 TE: Week 19: Go West, p. 256 TE: Week 34: What Is a Llama? p. 340 TE: Week 30: The Watchdog Who Wouldn't, p. 239
2.4.7	Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	TE: Week 4: Have You Ever?, p. 168 TE: Week 11: Don't Tell Anyone, p. 370, 374 TE: Week 12: A Helping Hand, p. 394 TE: Week 14: Marty Makes Money, p. 106, 112 TE: Week 19: Go West, p. 256 TE: Week 34: What Is a Llama? p. 340 TE: Week 30: The Watchdog Who Wouldn't, p. 239
2.4.8	Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.	TE: Week 7: American Icons, p. 254 TE: Week 19: Go West, p. 254 TE: Week 25: Jammin', Rockin', Toe-Stompin' on the Roof, p. 73

Standard 5**WRITING: Applications (Different Types of Writing and Their Characteristics)**

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 — *Writing Processes and Features* to:

2.5.1	Write brief narratives based on experiences that: <ul style="list-style-type: none"> • move through a logical sequence of events (chronological order, order of importance). • describe the setting, characters, objects, and events in detail. Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.	TE: Week 7: American Icons, p. 253 TE: Week 14: Marty Makes Money, p. 106 TE: Week 23, Kiko Harris, Champion, p. 369 TE: Week 34: What Is a Llama?, p. 351
2.5.2	Write a brief description of a familiar object, person, place, or event that: <ul style="list-style-type: none"> • develops a main idea. • uses details to support the main idea. Example: Write a descriptive piece on a topic, such as Houses Come in Different Shapes and Sizes.	TE: Week 2: Super Duper Flea, p. 106 TE: Week 8: Forest Fire, p. 280 TE: Week 13: 20 Questions, p. 74, 76 TE: Week 17: That's My Boy, p. 209, 211 TE: Week 23: Kiko Harris, Champion, p. 366, 370 TE: Week 35: Wonderful Woman, p. 364, 366, 370, 373
2.5.3	Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.	TE: Week 6: At the Car Wash, p. 241 TE: Week 11: Don't Tell Anyone, p. 364 TE: Week 20: Georgia's Big Run, p. 278 TE: Week 33: My Sad Skeleton, p. 310

	Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.	
2.5.4	Write rhymes and simple poems.	TE: Week 1: Billy Sings in the Choir, p. 75 TE: Week 4: Have You Ever?, p. 168 TE: Week 8: Forest Fire!, p. 278 TE: Week 9: Silver Footprints, p. 310 TE: Week 11: Don't Tell Anyone, p. 364 TE: Week 21: Goodbye, Ebony, p. 309 TE: Week 27: Big Rad, p. 143
2.5.5	Use descriptive words when writing.	TE: Week 1: Billy Sings in the Choir, p. 84 TE: Week 2: Super Duper Flea: p. 109 TE: Week 3: It's Time You Had a Haircut: 157 TE: Week 4: Have You Ever?: p. 166, 167 TE: Week 5: Stewed Bugs and Onions: p. 188 TE: Week 7: American Icons, p. 254 TE: Week 9: Silver Footprints: p. 316, 317 TE: Week 11: The Accident: p. 377 TE: Week 19: Go West, p. 254 TE: Week 25: Jammin', Rockin', Toe-Stompin' on the Roof, p. 73
2.5.6	Write for different purposes and to a specific audience or person. Example: Write a description of your favorite book to recommend the book to a friend.	TE: Week 7: American Icons: p. 253 TE: Week 14: Marty Makes Money: p. 106 TE: Week 17: Skipper McFlea: p. 202 TE: Week 24: What is a Llama?: p. 351
2.5.7	Write responses to literature that demonstrate an understanding of what is read. support statements with evidence from the text. Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.	TE: Week 9: Silver Footprints, p. 315 TE: Week 12: A Helping Hand, p. 401, 405 TE: Week 16: Zooming In, p. 171 TE: Week 18: My Dad, p. 233 TE: Week 19: Go West, p. 246, 248, 255, 256, 259, 260 TE: Week 31: Let's Look at Waves, p. 251, 254 TE: Week 33: My Sad Skeleton, p. 319 Opportunities exist weekly to celebrate literacy learning, focusing on a favorite text and giving reasons why.

Research Application

2.5.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors). organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation. Example: After making observations and completing research at the library, write a report about animals that live in water or about different modes of transportation.	TE: Week 2: Super Duper Flea, p. 114 TE: Week 10: Mom's New Cell Phone, p. 348, 349, 351 TE: Week 19: Go West, p. 254 TE: Week 28: Look at Me Close Up!, p. 168 TE: Week 32: Uncle Will Gets Found Out, p. 287
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Standard 6**WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

Handwriting

2.6.1	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	TE: Week 35: Wonderful Woman: p. 373 There are opportunities to demonstrate legible handwriting every week. We have listed one opportunity to demonstrate handwriting, though there are many. There can be no handwriting on the digital platform.
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Sentence Structure

2.6.2	Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).	TE: Week 8: Forest Fire, p. 272 TE: Week 9: Silver Footprints, p. 316 TE: Week 11: Don't Tell Anyone, p. 362 TE: Week 15: Betcha!, p. 136 TE: Week 19: Go West, p. 256 TE: Week 21: Good-bye, Ebony, p. 308 TE: Week 23: Kiko Harris, Champion, p. 364 TE: Week 31: Let's Look at Waves, p. 252 TE: Week 32: Uncle Will Gets Found Out, p. 276 TE: Week 33: My Sad Skeleton, p. 306
2.6.3	Use the correct word order in written sentences.	TE: Week 9: Silver Footprints, p. 316 TE: Week 19: Go West, p. 256 TE: Week 21: Good-bye, Ebony, p. 308 TE: Week 33: My Sad Skeleton, p. 306

Grammar

2.6.4	Identify and correctly write various parts of speech including nouns (words that name people places or things) and verbs (words that express action or help make a statement).	Example: Identify the noun and verb in a sentence such as Maria (noun) and a friend (noun) played (verb) for a long time.
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Punctuation

2.6.5	Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,) and with dates (March 22, 2000) and items in a series (Tony, Steve, and Bill).	TE: Week 6: At the Car Wash, p. 241 TE: Week 11: Don't Tell Anyone, p. 364 TE: Week 20: Georgia's Big Run, p. 278 TE: Week 33: My Sad Skeleton, p. 310
2.6.6	Use quotation marks correctly to show that someone is speaking. Correct: "You may go home now," she said. Incorrect: "You may go home now she said."	TE: Week 9: Silver Footprints, p. 312 TE: Week 13: 20 Questions, p. 80 TE: Week 27: Big Rad, p. 144

Capitalization

2.6.7	Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials in names.	TE: Week 7: American Icons, p. 265 TE: Week 15: Betcha!, p. 140 TE: Week 16: Zooming In, p. 166 Week 25: Jones & Jones Investigators, The Case of the Missing Clicker, p. 88
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Spelling

2.6.8	Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns.	TE: Week 5: Snow World, p. 205 TE: Week 13: Ants Can't Read, p. 67 TE: Week 26: Forgetful Giraffe, p. 100
2.6.9	Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st). short vowels: actor, effort, ink, chop, unless long vowels: ace, equal, bind, hoe, use r-controlled: park, supper, bird, corn, further consonant blends: blue, crash, desk, speak, coast	TE: Week 3: It's Time You Had a Haircut, p. 151 TE: Week 5: Snow World, p. 205 TE: Week 6: Grandma's Birds, p. 218, 221 TE: Week 11: Don't Tell Anyone, p. 357, 358 TE: Week 12: Trouble at the Supermarket, p. 409 TE: Week 14: This is a Bad Day, p. 119 TE: Week 24: Rock on Renaldo, p. 409 TE: Week 26: Forgetful Giraffe, p. 98, 99, 100, 101

Standard 7**LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

2.7.1	Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).	TE: Week 5: Snow World, p. 211 TE: Week 14: Marty Makes Money, p. 98, 99, 102, 106 TE: Week 22: Hot Dog!, p. 332, 333, 334, 336, 341 TE: Week 33: My Sad Skeleton, p. 315, 319
2.7.2	Ask for clarification and explanation of stories and ideas.	TE: Week 4: Have You Ever?, p. 173 TE: Week 10: Mom's New Cell Phone, p. 334 TE: Week 21: Mike's Parachute Jump, p. 322 TE: Week 23: A Pony to Love, p. 376 TE: Week 29: Grandad's Star, p. 184 TE: Week 32: The Table Tennis Tournament, p. 290
2.7.3	Paraphrase (restate in own words) information that has been shared orally by others.	TE: Week 4: Have You Ever?: p. 172 TE: Week 18: My Dad: p. 233
2.7.4	Give and follow three- and four-step oral directions.	TE: Week 4: Have You Ever?: p. 172 TE: Week 18: My Dad: p. 233 TE: Week 34: What is a Llama? p. 334, 339, 340, 341, 351

Organization and Delivery of Oral Communication

2.7.5	Organize presentations to maintain a clear focus.	TE: Week 4: Have You Ever?: p. 169 TE: Week 7: American Icons: p. 248, 256 TE: Week 8: Forest Fire!: p. 286, 287 TE: Week 8: Sam's Mother Comes to School: p. 297 TE: Week 9: Silver Footprints: p. 315, 318 TE: Week 12: A Helping Hand: p. 404 TE: Week 14: Marty Makes Money: p. 114, 115 TE: Week 18: Karaoke Kate: p. 243 TE: Week 25: Jammin', Rockin', Toe-Stompin' on the Rooftop: p. 82, 83
2.7.6	Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).	TE: Week 1: Billy Sings in the Choir: p. 68, 70, 73, 74, 79, 84 TE: Week 4: Have You Ever?: p. 162, 166, 169, 170, 172, 174, 175 TE: Week 7: American Icons: p. 246, 248, 252, 254, 255, 257, 258 TE: Week 12: A Helping Hand: p. 388, 396, 401, 402, 404, 405 TE: Week 15: Betcha!: p. 130, 144, 147 TE: Week 18: My Dad: p. 216, 220, 229, 230, 233, 234 TE: Week 23: Kiko Harris, Champion: p. 356, 359, 365, 370 TE: Week 26: Forgetful Giraffe: p. 98, 111, 115 TE: Week 26: Fred's Super Scooter: p. 118, 124
2.7.7	Tell experiences in a logical order (chronological order, order of importance, spatial order).	TE: Week 7: American Icons, p. 255 TE: Week 23: Kiko Harris, Champion, p. 365 TE: Week 32: Uncle Will Gets Found Out, p. 278
2.7.8	Retell stories, including characters, setting, and plot.	TE: Week 9: Silver Footprints, p. 315 TE: Week 12: A Helping Hand, p. 401, 405 TE: Week 16: Zooming In, p. 171 TE: Week 18: My Dad, p. 233 TE: Week 33: My Sad Skeleton, p. 319

2.7.9	Report on a topic with supportive facts and details.	TE: Week 2: Super Duper Flea, p. 114 TE: Week 10: Mom's New Cell Phone, p. 348, 349, 351 TE: Week 19: Go West, p. 254 TE: Week 28: Look at Me Close Up!, p. 168 TE: Week 32: Uncle Will Gets Found Out, p. 287
2.7.12	Use descriptive words when speaking about people, places, things, and events.	TE: Week 1: Billy Sings in the Choir, p. 84 TE: Week 4: Have You Ever?, p. 168 TE: Week 7: American Icons, p. 254 TE: Week 9: Silver Footprints, p. 316, 317 TE: Week 11: Don't Tell Anyone, p. 366 TE: Week 15: Betcha! p. 139 TE: Week 19: Go West, p. 254 TE: Week 20: Georgia's Big Run, p. 288 TE: Week 21: Goodbye, Ebony, p. 303 TE: Week 25: Jammin', Rockin', Toe-Stompin' on the Roof, p. 73 TE: Week 27: Big Rad, p. 134 TE: Week 31: Let's Look at Waves, p. 253, 261 TE: Week 33: My Sad Skeleton, p. 304, 306

Speaking Applications

2.7.10	Recount experiences or present stories that: move through a logical sequence of events (chronological order, order of importance, spatial order). describe story elements, including characters, plot, and setting.	TE: Week 9: Silver Footprints, p. 315 TE: Week 12: A Helping Hand, p. 401, 405 TE: Week 16: Zooming In, p. 171 TE: Week 18: My Dad, p. 233 TE: Week 33: My Sad Skeleton, p. 319
2.7.11	Report on a topic with facts and details, drawing from several sources of information.	TE: Week 9: Silver Footprints, p. 315 TE: Week 12: A Helping Hand, p. 401, 405 TE: Week 16: Zooming In, p. 171 TE: Week 18: My Dad, p. 233 TE: Week 33: My Sad Skeleton, p. 319
2.7.13	Recite poems, rhymes, songs, and stories.	TE: Week 2: Super Duper Flea, p. 114 TE: Week 6: Grandma's Birds, p. 233 TE: Week 21: Goodbye Ebony, p. 313 TE: Week 22: Hot Dog!, p. 343 TE: Week 25: Jones & Jones Investigators: The Case of the Missing Clicker, p. 93
2.7.14	Provide descriptions with careful attention to sensory detail.	TE: Week 7: American Icons, p. 255 TE: Week 23: Kiko Harris, Champion, p. 365 TE: Week 32: Uncle Will Gets Found Out, p. 278